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ABSTRACT

This module is directed toward personnel involved in women's life/career planning, including teachers, administrators, counselors and paraprofessionals. The focus of the module is on teaching participants to facilitate free choice of careers and behaviors based on a broad range of options, both traditional and nontraditional. The module is designed for approximately 10 1/2 hours of workshop activities, to be run by a coordinator. This Guide defines the coordinator's role in three areas: setting the tone, regulating the pace and facilitating the discussion. Specific suggestions on preparing for and conducting the workshop are given, as well as directions for carrying out the various activities provided in the module. Sections include Society's Influence on Sex Role Development, Sex Bias in Resource Materials, and Legal Assistance for Women's Rights. (Author/BP)

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career guidance staff development

COORDINATOR'S GUIDE

Providing Life/Career Planning for Women and Girls

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by
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CG 011812

National Consortium on Competency-Based Staff Development

PROVIDING LIFE/CAREER PLANNING FOR WOMEN AND GIRLS

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December 1976

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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INTRODUCTION

This module is designed in such a way that it is basically self-explanatory; that is, the participants' manual contains all the information necessary to proceed step by step through the activities of the workshop. Your role as Coordinator is crucial, however, in order to set the tone and pace, and to facilitate discussions.

Set Tone

Participants should be relaxed as well as involved in the workshop. The readings, discussions and "hands on" experiences are alternated in such a way that attention and interest easily are maintained. Let participants know that the workshop will provide them with specific skills and learnings -- in an enjoyable manner.

Regulate Pace

The times listed in the Module Outline are to be used as guides, not as rigid timetables. If the participants are engaged in a lively discussion, feel free to continue the discussion beyond the allotted time. Likewise, if you need more time than suggested in order for the participants to fully understand a section or have all their questions answered -- take the time. As for breaks, allow for them as you sense they are needed. In short, be flexible in structuring activities by adapting to individuals and situations as needed.

Facilitate

Although the participants' manual provides specific questions as guides for discussion, your leadership is needed to maintain the flow, to keep the

participants "on the right track," and to encourage the involvement of all. As a facilitator your function is to act as a helpful guide through the module's discussions and activities.

COORDINATOR'S CHECKLIST

Prior to the Workshop

1. Study the module carefully. Be familiar with all participant materials and this Coordinator's Guide.
2. Arrange for the availability of the following equipment: (a) cassette recorder, (b) Kodak slide projector, and (c) projection screen.

At the Workshop

1. Introduce yourself to participants, briefly noting your background and the role you will play in the workshop.
2. Ask each participant to introduce his/herself to the total group. Along with giving their names, you may wish to ask them to provide other information, such as, their present work setting and job role, or their interest in attending this workshop.
3. Establish the schedule for the day (lunch, coffee breaks, when the day ends, etc.).
4. Introduce the basic goal, objectives, and structure of the module (see participants' manual, pages 1 - 4). Answer any questions.
5. Guide the participants through the module, leading the discussions and skill building activities. Observe how things go, and note suggestions for ways to improve the module.
6. Conduct the Assessment of Outcome for each objective where indicated in the module. Evaluate each participant's performance according to the criteria specified in this Coordinator's Guide.

7. Conduct a wrap-up session in order to

   a. summarize the learnings of the module;

   b. answer any final questions;

   c. refer participants to resource materials you are familiar with, beyond what is identified in the module;

   d. identify local experts who could serve as resources for topics related to the module;

8. Submit the assessment results and all feedback to the overall workshop director, when applicable.

CONDUCTING THE WORKSHOP

In the section that follows, each of the module's six parts will be briefly reviewed and suggestions will be offered to maximize the workshop's efficiency and effectiveness.

Society's Influence on Sex Role Development

The purpose of this section is to refresh participants' awareness of society's reinforcement of stereotypic behavior for women and for men. If stereotypes were not criteria for behaviors, our society would nurture the devevelopment of androgynous individuals. The story of "X" suggests what it would be like for parents to raise an androgynous child, that is, a person whose behavior is not sex-typed (that is, either traditionally "masculine" or traditionally "feminine").

Page 7 - Directions for Scoring

Some participants may have difficulty figuring their Androgyny Score if their Masculine Score is larger than their Feminine Score. In such cases it may be easier to explain the scoring in this way: "If your Feminine Score

is larger than your Masculine Score, use the formula, F - M = Androgyny Score (a plus score); if your Masculine Score is larger, use the formula, M - F = Androgyny Score (a minus score)."

Page 7 - Androgyny-An Explanation

Rather than have the participants read this section (pp. 7 - 9) you may choose to convey the material to them as a "lecturette." In any case, be sure to allow an opportunity for asking questions and clarifying ambiguities.

Page 17 - Discussion of the Socialization Process

Introduce the discussion questions as a structure for exploring what it would be like to know or to raise an "X." Divide the total group into subgroups of four or five, and allow approximately 10 - 15 minutes to cover the three questions. Rotate from subgroup to subgroup so that you can be apprised of the gist of their reactions, and if necessary can boost any lagging discussions. When the small groups seem to have exhausted their reactions, reconvene to a large group and ask for a few comments representative of each subgroup's discussion.

Page 19 - Assessment of Outcome

The criteria to judge whether the objective has been met or not are:

1. Are four incidents recorded?
2. Is it clear from the incidents how society expects females to act?
3. Is it clear from the incidents what traditional attitude was being reinforced for females?

Myths and Realities about Women and the World of Work

This section explores some of the myths related to working women. Besides measuring the extent to which the participants may hold some myths, time is spent uncovering how specific myths may be (or might have been) operating in the participants' career choice.

Page 21

Material on this page may be conveyed as a lecturette, rather than as reading material.

Page 25 - Discussion of the CQ

Before dividing into subgroups, it is helpful to go over with the total group the items on page 23 and the corresponding realities on page 24. Oftentimes, discussion is generated (sometimes concurring, sometimes challenging) review of the CQ.

As with the small group discussion in the first section, be sure to rotate from group to group. When the small groups generally seem to have exhausted their comments, reconvene to a large group and ask for a few comments representative of the small group's discussion.

Page 27 - Assessment of Outcome

The criteria to judge whether the objective has been met or not are:

1. Is a myth clearly stated?
2. Is information provided to support that it is in fact a myth?
3. Is the myth then related to an actual situation which demonstrates how a woman's career development was affected by belief in the myth?

Sex Bias in Resource Materials

Since resource materials are used oftentimes as part of the career exploration process, this section is designed to help the participants recognize possible sex bias in books, pamphlets, and the like.

Page 29 and 30

Material on these pages may be conveyed as a lecturette, rather than as reading material.

Page 29 - Tape-Slide Show

Allow a few minutes after showing the slides for the participants to react to the presentation.

Page 33 - Checklist

Go over the checklist with the group to make sure everyone understands each of the items.

Page 35 - Discussion

Begin the discussion by providing the correct checklist responses for Appendix A: (1) yes, (2) yes, (3) yes, (4) N.A., (5) yes, (6) yes, (7) yes, (8) no, (9) yes, (10) N.A., (11) yes, (12) yes, and (13) yes. The three discussion questions specified in the participants' manual can be addressed by the total group; that is, it's not necessary to divide into small groups for this exercise.

Page 35 and 36 - Guide for Numerical Analysis

Use this text as the basis of a lecturette, referring to the chart on page 35 as a summarization of the results found by Women on Words and Images.

Page 37 - Assessment of Outcome

The criteria to judge whether or not the objective has been met are:

1. Successful achievement of this objective will require 75% accuracy for each of the two pamphlets in Appendix B and Appendix C.
2. The key for Appendix B is (1) yes, (2) yes, (3) yes, (4) N.A., (5) yes, (6) yes, (7) yes, (8) no, (9) yes, (10) N.A., (11) yes, (12) yes, and (13) yes.
3. The key for Appendix C is: (1) yes, (2) yes, (3) yes, (4) no, (5) yes, (6) yes, (7) yes, (8) yes, (9) no, (10) N.A., (11) yes, (12) yes, and (13) N.A.

Vocational Interest Card Sort

This section teaches a specific technique for exploring career interests.

Page 39 - 41

The material on these pages can be conveyed as a lecturette, rather than as reading material.

Page 41 - Demonstration of the VICS

Ask for a volunteer to role play the "client." Position yourself and the "client" so that the total group easily can view the demonstration. After going through all the steps of the card sort, reserve a few minutes for questions — then introduce the cassette tape interview with Dr. Jackie Cooper.

Page 41 - Cassette

Allow a few minutes for questions and reactions after playing the tape. When the group is ready, arrange them in triads, and refer them to the specific steps of the VICS on page 42 through 45. Inform them that each administration will be allotted approximately 30 minutes. Every ten minutes

or so, let the group know how much time is remaining so that they can pace themselves and finish within the 30 minutes. In total, 1 1/2 hours will be spent in practice (30 minutes per administration).

Page 47 - Assessment of Outcome

The criterion to judge whether or not the objective has been met is: 90% consistency with the directions for administration. Accuracy will be determined by the triad's peer observer.

Title IX: Legal Assistance for Women's Rights

In this section participants are introduced to Title IX as a legislative vehicle for enforcing women's rights.

Page 49 - 50

Material on these pages can be conveyed as a lecturette, rather than as reading material.

Pages 50 - Simulation

If the workshop is held on two different days, at the end of the first day assign the reading of Title IX stipulations (Appendix F) as preparation for the simulation. If the Title IX regulations can't be studied beforehand, allow sufficient time for a thorough reading of Appendix F.

The group may need help initially in generating a role for each person. There may be more than one "type" of person, for example, two non-ERA type mothers, or two physical education teachers, etc. Allow 25 - 30 minutes for the simulation.

Page 53 - Assessment of Outcome

The criteria to judge whether or not the objective has been met are:

1. Are two examples provided of past or present noncompliance with Title IX?
2. Based on the regulations provided in Appendix F, is each situation an accurate example of noncompliance with Title IX?
3. For each incident of noncompliance is a statement provided to indicate what would have to change in order to effect compliance with Title IX?

Strategies for Intervention

In this final section participants plan an intervention on women's behalf; that is, they are encouraged to transform the awareness and skills they developed during the workshop into action programs.

Page 55

Once the participants have formed teams based on job setting (or job function) rotate among the groups as a resource person. Emphasize the need for Step 3 to state a specific and manageable goal, that is, something that would truly be a realistic goal for them to achieve. "To build a new gym for women at our community college" probably is not realistic, whereas "to change the gym policies so that women have ample use of the gym proportionate to their athletic teams' needs" is a realistic goal.

Page 59 - Assessment of Outcome

The criteria to judge whether or not the objective has been met are:

1. Is the action plan related to the participant's work setting?
2. Is each step of the outline (pp. 42 and 43) completed?
3. Is Step 3 a manageable as well as practical goal? In other words, could the participant realistically implement a plan to achieve this particular goal with his/her available resources (i.e., time, personnel, money, etc.)?